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ABSTRACT

This paper discusses and charts the results of a questionnaire sent in 1976 to the membership of the International Communication Association (ICA), covering the following professional concerns of women in communication: sexism in undergraduate/graduate textbooks; lack of courses dealing with women and communication; inadequate counseling of women to undertake graduate study; need for alternative student arrangements and work arrangements; discrimination against women in hiring, promotions, and salaries; inadequate child-care positions and parental-leave policies; and need for a women's perspective on research and for more research on women and communication. In addition to answering the questionnaire, respondents commented on two aspects of communication education and professions: the process and effects of discrimination and their goals and plans. The responses and comments indicate a need for ICA to adopt a bill of rights for women in communication and to disseminate it to academic, business, and media institutions. (JM)

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PROFESSIONAL CONCERNS OF WOMEN IN INTERNATIONAL COMMUNICATION ASSOCIATION: RESULTS OF A SURVEY

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Paper Presented at Annual Meeting of
International Communication Association
Portland, Oregon, April 1976

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PROFESSIONAL CONCERNS OF WOMEN IN INTERNATIONAL COMMUNICATION ASSOCIATION: RESULTS OF A SURVEY

Matilda Butler, Suzanne Pingree, William Paisley

The 1970's are a decade when unprecedented numbers of women are entering the professions. Many of the established associations are beginning to reexamine their long standing male biases. The American Psychological Association, the American Sociological Association, the American Association for the Advancement of Science and other professional organizations now have task forces, committees, and divisions in which women are reviewing and expressing their professional concerns. The field of communication is no exception. The International Communication Association and the Association for Education in Journalism both have committees on the status of women.

THE COMMITTEE'S HISTORY

The history of ICA's Committee on the Status of Women in Communication begins in late 1973 when we organized a symposium on Academic/Professional Women in Communication. That topic, like others pertaining to women, was rejected by convention chairpersons because "although interesting, it did not conform to traditional concerns of any division." Nathan Maccoby, then president-elect of ICA, recognized the importance of the topic and found convention time for it. That 1974 session in New Orleans was well attended. Many women expressed their

desire for opportunities to discuss professional issues with other women in ICA.

As we began to plan for the 1975 ICA convention in Chicago, we again realized that some topics of importance to us were not "appropriate" for submission to any of the eight divisions. When we discussed our dilemma with Nathan Maccoby, then president, he agreed to appoint a new Committee on the Status of Women in Communication. President-elect Mark Knapp provided convention time for an Action Caucus. About 50 women and men attended that meeting. We discussed women in ICA, women in the professional communication workforce, women seeking jobs, etc. By the end of the session, we had volunteers to

1. Serve as liaison between the committee and each of the eight divisions;
2. Develop a pre-convention workshop for the 1976 ICA Portland meeting (Assuming Responsibility for Your Career);
3. Maintain communication through *ICA News*;
4. Survey women about their professional concerns;
5. Arrange for a business meeting of the Committee at the 1976 ICA convention.

Mark Knapp reappointed the Committee for a second year. Richard Budd, president-elect, has provided convention time for the workshop and the business meeting. Women in ICA continue to have the strong support of their association's officers. This support was also evidenced by Robert Cox, executive secretary, when he volunteered to print and distribute our questionnaire in the Winter issue of *ICA News*. The results of this survey follow.

THE COMMITTEE'S SURVEY OF WOMEN'S PROFESSIONAL CONCERNS

Respondents.

In early 1976, this Committee asked the membership to respond to a questionnaire probing professional concerns of women in communication. Our 95 respondents (including two or three men[1]) represent about 20 per cent of the women in ICA. Eighty per cent of these members are employed by academic institutions and 20 per cent are employed by business, government, or the media. We find that 14 per cent are administrators; 52 per cent are teachers; 16 per cent are researchers, consultants, and media producers; and 19 per cent are students.

The majority of respondents (52 per cent) did not list divisional memberships; 12 per cent listed Interpersonal Communication; 10 per cent listed Mass Communication; 10 per cent listed Health Communication; 6 per cent listed Organizational Communication; 6 per cent listed Intercultural Communication; and 1 per cent each listed Information Systems, Political Communication, and Instructional Communication.

Sixty-six per cent of the respondents indicated their willingness to serve on an ICA committee or run for elected office. The list of names is being forwarded to the president and all divisional chairpersons.

Quantitative Data.

The questionnaire focused on twelve professional concerns of women in communication. Table 1 shows the percentage responding to each item. Three statements about discrimination in promotion, salary, and

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[1] Since some questionnaires were returned anonymously, exact proportions of women and men among the respondents are unknown.

TABLE 1: Concerns Expressed by Overall Sample (Percentages)

	Primary Concern	Secondary Concern	Not a Concern at this Time
1. Sexism in undergraduate/graduate textbooks	28%	41%	31%
2. Lack of courses dealing with women and communication	34	27	39
3. Inadequate counseling of women into graduate study	50	34	17
4. Need for alternative student arrangements (e.g., parttime, evening)	24	32	44
5. Discrimination against women in hiring	74	16	10
6. Discrimination against women in promotions	81	10	8
7. Discrimination against women in salaries	75	16	10
8. Need for alternative work arrangements (e.g., parttime, shared positions)	32	33	36
9. Inadequate childcare positions	21	32	47
10. Need for a women's perspective on research	45	25	30
11. Need for more research on women and communication	56	27	17
12. Inadequate parental leave policies	15	25	60

hiring were a primary concern of most of the respondents (81 per cent, 75 per cent, and 74 per cent). Other statements, such as sexism in undergraduate and graduate textbooks, were not a primary concern of many (28 per cent) but were major secondary concerns (41 per cent).

Table 2 shows how responses to the twelve items factored. Factor I concerns discrimination against women in hiring, promotion, and salary. Factor II concerns "a women's perspective" in teaching and research. Factor III concerns work arrangements. Factor IV concerns study arrangements.

Substituting factor scores for individual item responses for the sake of higher reliability, respondents falling above and below the median in concern expressed about the substance of each factor were tabulated by place of employment and position.

Table 3 shows that 66 per cent of respondents at academic institutions versus 58 per cent of those at business, government, and media institutions are above the median in their concern about discrimination. In Table 4, we find that although respondents in all positions are concerned about discrimination, a greater percentage of the administrators (69 per cent) and teachers (67 per cent) are above the median.

Table 5 shows that 55 per cent of those at academic institutions versus 37 per cent of those at business, government, and media institutions are above the median in their concern about a women's perspective in teaching and research. In Table 6, we find that students (67 per cent) and administrators (54 per cent) are the two groups most concerned about this need.

TABLE 2: Factor Loadings for Major Items on Each Factor

	Factor I[1]	Factor II[2]	Factor III[3]	Factor IV[4]
5. Discrimination against women in hiring	.66			
6. Discrimination against women in promotions	.90			
7. Discrimination against women in salaries	.87			
2. Lack of courses dealing with women and communication		.65		
10. Need for a women's perspective on research		.77		
11. Need for more research on women and communication		.83		
8. Need for alternative work arrangements (e.g., parttime, shared positions)			.56	
9. Inadequate childcare positions			.78	
12. Inadequate parental leave policies			.59	
1. Sexism in undergraduate/ graduate textbooks				.35
3. Inadequate counseling of women into graduate study				.56
4. Need for alternative student arrangements (e.g., parttime, evening)				.61

[1] Discrimination Against Women in Hiring, Promotion, and Salary

[2] Women's Perspective in Teaching and Research

[3] Work Arrangements

[4] Study Arrangements

TABLE 3: Concern About Discrimination in Hiring, Promotion, and Salary by Place of Employment (Percentages)

	PLACE OF EMPLOYMENT		
	Academic	Business/Gov't/Media	Total
Above the Median in Concern	66%	58%	64%
	(50)	(11)	(61)
Below the Median in Concern	34%	42%	36%
	(26)	(8)	(34)
Total	80%	20%	100%
	(76)	(19)	(95)

TABLE 4: Concern About Discrimination in Hiring, Promotion, and Salary by Position (Percentages)

	POSITION				
	Administration	Teaching	R/C/MP[1]	Study	Total
Above the Median in Concern	69%	76%	53%	61%	64%
	(9)	(33)	(8)	(11)	(61)
Below the Median in Concern	31%	33%	47%	39%	36%
	(4)	(16)	(7)	(7)	(34)
Total	14%	52%	16%	19%	100%
	(13)	(49)	(15)	(18)	(95)

[1] Research/Consulting/Media Production

TABLE 5: Concern About Women's Perspective in Teaching and Research by Place of Employment (Percentages)

	PLACE OF EMPLOYMENT		
	Academic	Business/Gov't/Media	Total
Above the Median in Concern	55%	37%	52%
	(42)	(7)	(49)
Below the Median in Concern	45%	63%	48%
	(34)	(12)	(46)
Total	80%	20%	100%
	(76)	(19)	(95)

TABLE 6: Concern About Women's Perspective in Teaching and Research by Position (Percentages)

	POSITION				
	Administration	Teaching	R/C/MP[1]	Study	Total
Above the Median in Concern	54%	49%	40%	67%	52%
	(7)	(24)	(6)	(12)	(49)
Below the Median in Concern	46%	51%	60%	33%	48%
	(6)	(25)	(9)	(6)	(46)
Total	14%	52%	16%	19%	100%
	(13)	(49)	(15)	(18)	(95)

[1] Research/Consulting/Media Production

Table 7 shows that 37 per cent of those at academic institutions versus 63 per cent of those at business, government, and media institutions are above the median in their concern about work arrangements. This is further elaborated in Table 8 in which we find that 67 per cent of the researchers, consultants, and media producers versus only 23 per cent of the administrators are above the median in their concern about work arrangements. Students are evenly split above and below the median.

Table 9 shows that 41 per cent of those at academic institutions versus 53 per cent of those at business, government and media institutions are above the median in their concern about study arrangements. In Table 10, we find that administrators (62 per cent) and students (61 per cent) are the two groups with above the median concern levels. In interpreting these tables, one should note that 46 per cent of the administrators are in non-academic institutions and that only 35 per cent of the teachers are above the median in concern about study arrangements.

Qualitative Data

In addition to answering the structured items, 47 per cent of the respondents wrote of their own concerns about women in communication. Fifty per cent of those in academic institutions and 37 per cent of those in business, government, and media made comments.

Sexism and discrimination against women are multidimensional problems. Questionnaire comments reveal three overlapping dimensions:

1. There are both the *process* of discrimination (denying research money to women, giving admission preference to male students) and the *effects* of discrimination (few women graduate students, few women faculty members).

TABLE 7: Concern About Work Arrangements by Place of Employment (Percentages)

	PLACE OF EMPLOYMENT		
	Academic	Business/Gov't/Media	Total
Above the Median in Concern	37%	63%	42%
	(28)	(12)	(40)
Below the Median in Concern	63%	37%	58%
	(48)	(7)	(55)
Total	80%	20%	100%
	(76)	(19)	(95)

TABLE 8: Concern About Work Arrangements by Position (Percentages)

	POSITION				
	Administration	Teaching	R/C/MP[1]	Study	Total
Above the Median in Concern	23%	37%	67%	50%	42%
	(3)	(18)	(10)	(9)	(40)
Below the Median in Concern	77%	63%	33%	50%	58%
	(10)	(31)	(5)	(9)	(55)
Total	14%	52%	16%	19%	100%
	(13)	(49)	(15)	(18)	(95)

[1] Research/Consulting/Media Production

TABLE 9: Concern About Study Arrangements by Place of Employment (Percentages)

	PLACE OF EMPLOYMENT		
	Academic	Business/Gov't/Media	Total
Above the Median in Concern	41%	53%	44%
	(32)	(10)	(42)
Below the Median in Concern	58%	47%	56%
	(44)	(9)	(53)
Total	80%	20%	100%
	(76)	(19)	(95)

TABLE 10: Concern About Study Arrangements by Position (Percentages)

	POSITION				
	Administration	Teaching	R/C/MP[1]	Study	Total
Avove the Median in Concern	62%	35%	40%	61%	44%
	(8)	(17)	(6)	(11)	(42)
Below the Median in Concern	38%	65%	60%	39%	56%
	(5)	(32)	(9)	(7)	(53)
Total	14%	52%	16%	19%	100%
	(13)	(49)	(15)	(18)	(95)

[1] Research/Consulting/Media Production

2. There are both the *formal* or institutional practice (departmental policies) and the *informal* or interpersonal practice ("we've always done it this way;" "women aren't serious scholars").
3. There are both the *external* reality of discrimination (unequal opportunity) and the *internal* reality (psychological isolation, demoralization).

Responses cannot easily be placed into categories along these dimensions of discrimination. However, along the dimension of process and effects of discrimination, it is possible to discuss the concerns of ICA members about education and the profession. Some remarks relate to institutional practices and others relate to interpersonal practices. All are part of the social reality for women in communication.

Process and Effects of Discrimination

Discrimination in Education. Two comments discuss discrimination in education before the graduate level. They are:

> *There is inadequate counseling of girls regarding non-traditional careers.*

> *I've found most discrimination occurs at the undergraduate level. It's not overt, just plain lack of support and encouragement (camaraderie) that occurs between male professors and male students.*

However, most women and men discuss problems occurring in graduate school. The first two reveal primarily institutional practices, the next two show the mixture of institutional and interpersonal practices, and the last three reflect the interpersonal practice of discrimination.

> *There are inadequate monies to carry women through the research and writing stage of the Ph.D. For instance, few women are*

hired ABD by universities, but many men of all ages are. That makes it difficult. I'm having a hell of a time identifying research positions/grants/monies/fellowships for writing stage of dissertation. I've got a good job (non-academic), but how do you get the time and money to write if you are single and supporting yourself. I've tried.

There is inadequate financial assistance for graduate women.

Male graduate students are asked to consider the Ph.D. program, female graduate students are asked when they intend to start a family.

There is a lack of departmental concern with job placement for women graduate students.

Graduate women are not encouraged to develop research skills.

Insufficient attention is given to women graduate students in many institutions. Male professors have either paternalistic or exploitative attitudes toward women students.

At times in my school, professors discriminate against women students. Women are not encouraged, appropriately advised, or treated fairly. Women often complain they are looked down on by male professors. Although it is hard to point at specific cases, the general atmosphere is depressing.

Discrimination in the Profession. Many women and men mention discrimination problems encountered as professionals. In general, these comments concerned employment, teaching/research, and interaction with colleagues.

Two members discuss the double-bind women face as a result of 21 years of education that create different patterns of socialization and expectation for women and men that affect employment. One writes.

I believe that the nurturance which we develop in being socialized as women makes us:

better teachers than men
more genuinely concerned with students than men
better counselors, both academic and personal, than men.

I also believe that the present structure of universities, with its emphasis on scholarship/research inherently discriminates against women.

While that woman feels trapped because she has been socialized to do a job that is not valued or rewarded, another woman feels trapped because the socialization "didn't take" but she is assumed to have been successfully socialized:

> *Sex role stereotyping by decisionmakers in charge of personnel decisions oftentimes prohibits recognition of potential. Women are assumed to prefer instruction and not research or administration as a professional role. They are not expected to be mobile or desire considerable responsibility.*

Other comments about discrimination in employment include:

> *The number one problem in journalism/communication education at the university level is the nearly total absence of women in administrative positions. The proportion of women on faculties is inadequate.*
>
> *Departments place unequal demands on women and men. Women, not men, must have previous teaching and administrative experience.*
>
> *Age is a large factor. Women over 35 are discriminated against.*
>
> *We still have the "old boy" system of hiring. Decisions are made "de facto" before positions are even posted. It's happened here.*
>
> *Getting jobs is the problem for women.*
>
> *There is a paucity of Black women in the field of communication.*
>
> *There is discrimination against married women.*
>
> *Sexism is pervasive in the profession at all levels with particular impact on hiring, tenure, promotion, salary of faculty women.*
>
> *There are too few women and minorities in the mass media industry.*

One woman, speaking from her own experience, emphasizes the discrimination against older women who have tried to develop careers.

> *The major concern should be the discrimination against those women who have been lifelong career women and who have had that as their principal concern. There is a difference between the woman who decided to be a career woman and someone who was home-family then career. On campus after campus, the career person must give way to the come-lately job entry.*

Teaching/Research. Women report problems associated with teaching and research. For instance, one remarks:

Why is it I am left with the worst schedule?

Another discusses the problem of teaching the kinds of courses she would like:

Administrators in the universities regard the women's movement as a passing fad and are reluctant to endorse courses related to women and communication because they fear waning enrollments.

Others mention problems related to research. They write:

There is discrimination against women in grant allocation.

Women's research interests are not fundable at the present time.

Women do not get enough research funds.

Women frequently have a flexible and/or holistic approach to theory. This is poorly rewarded since specialization is seen as the mark of mature scholarship

Interaction With Colleagues. Concern with the interpersonal aspects of discrimination is often expressed. Women feel put down, isolated, and left out of decisions. The problems are felt all the more strongly because most women find themselves in an otherwise all male department. Interaction with male colleagues is the only source of communication about the profession. Here are some comments:

I feel isolated in my department, where socialization is for males only.

Men don't accept women as professionals.

Women are not considered "serious scholars".

Women have inadequate access to the informal communication structure in our profession.

I have difficulty in traveling and socializing with a predominantly male group.

Women are not recognized as professionals. Instead we are treated as "wife on leave" or "mother on leave".

It has been my experience that even though women have proven themselves as professionals in our field, many of the men still treat us as playthings and novelties.

Women are systematically excluded from the informal decision-making.

Women are not represented in the major decisionmaking bodies.

Decisions are made at lunch, on the golf course, in the locker room, etc. Women faculty members are systematically excluded.

Women are often told cute "in" jokes about chauvinism and sexism.

The assumption that professional women are not really serious is still pervasive.

There is a distinct feeling of alienation from one's male colleagues that defeats the promotion of a positive work atmosphere.

The problems created by discrimination in education and in the profession are well summarized by one ICA member who says:

The main problem is tokenism. Some of us have gotten through graduate school, some of us have been hired, but not enough of us. There is no longer the pressure there was two or three years ago to hire women. My own university has a defunct status of women commission and no new courses on women studies are being added. Three affirmative action suits that were started several years ago are still tied up in court. Those of us who have jobs are either too tired or too scared to collectively unite for more action. Unless we do, our gains will be tremendously slow.

Goals and Plans

In addition to comments about the process and effects of discrimination, many members write about their goals for change and, in some cases, their plans for action. These remarks pertain primarily to education or to the profession.

Goals and Plans for Education. Instead of focusing on problems ("Women are..." and "There is..."), these comments focus on ways to change the current situation ("We need..." and "We should..."). Three members feel counseling and information are important:

> *We need counseling from elementary through graduate school that is aimed at creating the kind of self-image that enables women to plan their careers and set goals for definite career objectives. This means more literature available to young girls on what women are doing in various fields, and models of successful women at all levels and all kinds of pursuits.*
>
> *Women, both graduate and undergraduate, need expert counseling on realistic job possibilities in academics and industry.*
>
> *We need more information in colleges on career alternatives for women.*

Others emphasize courses, training sessions and internships. Two comments, which might better belong in a "let's not" category, advise against courses on women and communication. Again we find a parallel with the Black movement in which some members argue for integration and others for separation.

> *I believe women have a great deal to offer in the communication field. I also know they have to practice finding their voice -- to find out they can speak on subjects of business and politics, areas that are traditionally men's. I propose to have groups of women discussing this problem -- to find out what they want -- how they want to proceed -- how they would like to grow -- and how to find encouragement to grow. These groups would begin on the consciousness raising level and grow to include all areas of winning in life -- for women everywhere.*
>
> *We need to train women for management and administrative positions.*
>
> *We need seminars on the psychology of women for men.*
>
> *Women need a firm technical background that can be combined with journalism (e.g., science, engineering, medicine, economics, statistics, etc.). With a background in a scientific field*

and good communication skills, women can be freer to obtain the kind of work at the kind of pay and the kind of flexible hours they need. If you have something to sell, people become much more willing to bend to your needs.

We need summer internships or cooperative programs with firms that would give students realistic expectations about careers as well as field experience. Also, this would give researchers realistic viewpoints on problems that need to be examined and on solutions that are practical.

We need more inter-disciplinary programs (e.g., women's studies and American studies, women's studies and communication, women's studies and history, women's studies and English).

I do not feel that we should be concerned with courses dealing only with women and communication, at least not at this time. There is no data warranting this specialization. Once research determines distinct differences and problem areas, this specialization should be considered. Let's first concentrate on emphasizing people and communication. That would be a real plus at most places.

While some effort to increase awareness of women's concerns is important because so many people are unaware, I really think courses in women and communication only serve to point up differences or areas of disagreement. Rather, I think we need to encourage courses and programs which get the sexes together in an effort to understand each others' work, desires, plans, etc.

Goals and Plans for the Profession

Employment. There are two statements of goals and three of plans regarding employment. Some ICA members feel:

We need more female professors, and not just a handful because then the female professor gets overwhelmed trying to encourage all her female students and always looks tired and defeated.

We need alternative career opportunities for women.

We need, and should exert, legal pressure to hire women.

We need an updated list of qualified women for administrative positions and need to exert continued pressure on universities to hire such women.

Applicants for jobs should be initially reviewed blind as to sex, age, race.

One respondent voices concern about shared positions. She says:

I think the increased opportunity for shared positions will, in the long run, prove to be detrimental to achieving equal status. Why should a professional woman (and her husband) have to settle for only part of a position.

Research. Several ICA members suggest studies that should be done. One mentions a conference about grant-getting and another proposes development of new research tools to study sexism. They write:

We need more research on female leadership and communication patterns of female managers. More research is needed on the effects of sex stereotypes on communication patterns of professional women.

I suggest the study of shared positions, preferably those encompassing more than only one line.

We need more documentation of discrimination in hiring, promotions, and salaries. Women in industry, media, and education need to undertake such data gathering.

I would like to see academic women work on a plan to boycott sexist textbooks. I know of both men and women who are sympathetic to this.

We need more research on the image of women in the media.

We need to study the role of women <u>in</u> research.

Grantswomanship conferences would help us compete with men for money.

We need to develop better research tools, which means some theoretical formulations as well as methods. So far almost all of the studies have simply been head counting. Studies demonstrating what is <u>lost</u> to the industry to sexist employment and content policies would be more persuasive than the rhetoric/pressure approach. This calls for some imaginative measurement and design of studies. A committee to plan some good research would be useful.

Interaction with Colleagues. As noted before, many respondents emphasize the interpersonal aspects of discrimination. There are as many statements documenting discrimination in *interaction with colleagues* as statements documenting discrimination in *employment.* These problem-oriented responses refer to the interaction between *women* and *men.* More specifically, they emphasize how the attitudes of male colleagues exclude women from decisions and useful dialogues. In the conversations that do take place, women are treated as "second class citizens -- immigrants in a man's world."[2] The solution-oriented responses refer to interaction between *women.* The implication is that research and communication networks will have to exist across departments and universities. However, women view the other alternative of changing men's attitudes as infeasible.

> *We need to change the attitudes of the men in our field. The implementation of this solution may be difficult. It seems to me that in our field we have the greatest opportunity to demonstrate the equality of the sexes. Unfortunately the men in our field persist in chauvanistic behaviors. If you can come up with a solution, please let me know. I've tried.*
>
> *More cooperation is needed on research projects. I would be more interested in meeting individuals interested in language research and developing grant proposals.*
>
> *I think women need to develop strong informal communication networks that match or parallel the information sources of their male colleagues.*
>
> *Women in communication work need to encourage other women to take leadership and excel in their chosen careers.*
>
> *We need to promote greater exchange of research on women and communication.*
>
> *There is a need for women to support each other and not become jealous when one reaches a position of authority and responsibility. Women need to recognize other women by*

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[2] Comment made by Elaine Bruce in a statement concerning the Canadian Broadcast Corporation, February 1, 1974.

their titles and for their responsibilities. For instance, if a woman would not address a man in a particular position or level by his first name, then she should not address a woman in that position by her first name. Mr./Ms., professor, doctor, etc. should be used consistently for both sexes.

More than 95 per cent of the comments discuss the existence of discrimination or ways to overcome discrimination. The solutions include altering the way institutions are and the way people are. In all of these responses, there is either the implicit or explicit assumption that women will have to interact with others to bring about the needed changes. However, three comments reflect a different strategy. These might be called "the bootstrap" approach.

I would like to see women think of themselves as professionals, deemphasizing the current stress on women. I would like to see women professionals do more (research, publication, etc.) and talk less (caucus).

I think women in our field need to work hard to be perceived as competent researchers. While I'm sure there are probably some women who are already perceived as competent researchers, there are not enough.

From this Newsletter I notice that the women's committee is chaired by two women. Why isn't there a male co-chairperson? Furthermore, if these convention meetings on the Status of Women in the ICA are attended by only women, my suggestion to you, gals, is that the male members have your precious efforts subverted. Furthermore, my advice is -- don't waste your time on this committee; go get yourself published. They'll understand a vita reflecting numerous publications.

Finally, every set of comments has its "minority" viewpoint.

The area of women and communication is not at all an important area of communication. There is nothing all that unique involved, and hence, one tends to see this whole area as a fad.

IMPLICATIONS FOR ICA

What do these responses and comments mean for ICA? Women in ICA have expressed their concerns about sexism and discrimination. As we know, a professional association is not responsible for the historic problems of its field, nor does it have great leverage to effect change. At the same time, a professional association is expected to provide moral and ethical leadership in its field of activity. Discrimination on the basis of sex is not only wasteful of human resources, it is immoral and unethical. Without presuming to indicate a solution for each problem of discrimination, ICA can assist its women members by affirming their rights as students and professionals.

A "bill of rights for women in communication" can be adopted by ICA and disseminated to academic, government, business, and media institutions. It should contain such points as:

1. *Women students in communication have a right to nonsexist career counseling in high school and college.* Their "sincerity" in choosing a career is not a legitimate counseling issue. Social role expectation and sex discrimination in particular careers are issues that should be discussed thoughtfully with women students, not used to discourage and disqualify them.

2. *Women students have a right to be admitted to academic programs according to their abilities and prior experiences.* Women's scores on SAT, GRE, and other

tests should not be discounted "because they are good test-takers." Admission quotas should not be applied either in favor of women or against them, but like other professional minorities, women should not find themselves isolated in programs that cater to majority students.

3. *Women students have a right to learning experiences that realistically and effectively prepare them for their careers.* Sexism in textbooks, even at the graduate level; the absence of women faculty members to serve as "role models;" exclusion of women students from the "old boy network" of tips and good advice -- these are minor issues individually, but their cumulative effect (as Eric Sevareid said in another context) is one of "being nibbled to death by ducks."

4. *Women graduates have a right to nonsexist placement assistance.* The question, "Will your husband accept a move like that?" is no more (and no less) appropriate than "Will your wife accept a move like that?" The statement "If I recommend you, I want your assurance that you'll stay with them long enough to make it worth their while" is made to women students but not to men students, even though men exhibit less job stability than women.

5. *Women have a right to enter professional employment at the same levels as men with comparable training and to be eligible for promotion on the same schedules of progress.* One of the best-documented facts of discrimination against women in communication are the positions for which they are hired and the promotion opportunities that are open to them, relative to men with comparable training. In schools and departments of communication across the country, women are appointed as lecturers and instructors while men are appointed as assistant professors and higher. Few women are full professors of communication; fewer still direct a school or department of communication. Statistical analyses show that most women in communication are appointed to positions at the bottom of the ladder and remain in those positions, while men are appointed initially to higher positions and move up thereafter.

6. *Women have a right to "equal pay for equal work."* In this regard women in business and media seem to fare worse than women in academic institutions and government, where pay scales are more determined by position, training, and experience. Additionally, women's income should never be regarded as less necessary than men's income, particularly as a rationale for paying women less for the same work.

7. *Women have a right to participate in the field's research and production ventures on an equal footing with men.* Women

experience great difficulty in securing organizational support for their own research and production ventures. In the case of federal funding for research, their proposals are subject to double jeopardy: lack of support from their own organization and disapproval by "old boy" federal review panels.

8. *Women have a right to serve in the positions of influence and leadership in their field, commensurate with their abilities and accomplishments.* Appointments to commissions and task forces, elections to officerships and boards of professional associations, and other forms of professional recognition are seldom accorded to women. Women need to believe that their abilities and accomplishments will be recognized in these ways, in order to escape the self-fulfilling prophecy that positions of influence and leadership are controlled by men and not worth striving for.

In addition to these general rights of women in any profession, there are specific issues that need to be raised in the field of communication at this time. For example, one questionnaire respondent calls for blind review (i.e., author's identity withheld from reviewer) of manuscripts submitted to communication journals. This respondent believes that some reviewers judge manuscripts differently according to the sex of the author.

The rights of women in communication can be affirmed by the ICA board and officers, by organizations that employ communication professionals, by schools and departments of communication, and in fact by every person

in the field. Each specific issue, however, falls within the "jurisdiction" of a different group -- for example, the editorial boards of communication journals. It is for these groups to eliminate discrimination wherever it is found. The Committee on the Status of Women can assist them in identifying and investigating specific issues of concern.